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AUTHOR Silvester, John M.
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ABSTRACT

The paper is intended to meet the Human Renewal Service demonstration project objective: to review the status of supportive services of adult basic education programs, focusing on how exemplary services were developed, implemented, and evaluated. The first of three major sections looks at what constitutes supportive services and why they are needed. Section 2 provides an overview of current supportive services. These services are placed in two main categories (1) recruitment and (2) retention and followup practices. The techniques utilized in recruitment by means of media, personal contact, and interagency cooperation are explored. The need for supportive services emphasizing student retention and attempts to meet nonacademic needs through orientation programs, student assessment, guidance and counseling, and referral services are discussed. Section 3 reviews three programs providing supportive services of an exemplary nature: (1) an aural-visual recruitment model; (2) recruitment, retention, and followup services provided by counselor-aides; and (3) the White Plains ABE supportive service system. A summary of the entire report and concluding remarks are presented. The report also contains a list of 20 references. Appended are a 57-item selected bibliography of reviewed programs of supportive services and a counselor-aide inservice training evaluation form. (Author/MS)

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Human Renewal Services Demonstration Project (H–085) Interim Report

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by
John M. Silvester
Coordinator of Human Renewal Services

HUMAN RENEWAL SERVICES

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Human Renewal Services Demonstration Project (H-085) Interim Report

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John M. Silvester
Coordinator of Human Renewal Services
Lewis and Clark Community College

Interim Report submitted in compliance with the Human Renewal Service (H-085) demonstration project objective: "Review the status of supportive services for adult basic education programs, particulary how exemplary services were developed, implemented, and evaluated."

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The purpose of this paper is to meet the "Human Renewal Service" demonstration project (H-085) objective: "Review the status of supportive services for adult basic education programs, particulary how exemplary services were developed, implemented, and evaluated. ("Human Renewal Service", 1975)

In accordance with the above objective, this interim report has been divided into three major sections. Section "I" will look at what constitutes supportive services and why they are needed. The second section (II) will provide an overview of current adult basic education supportive services. The last section (III) will present brief case studies of exemplary supportive service programs. In addition, a research tool for any future investigation into the field of supportive services is provided in Appendix A in the form of "A Selected Bibliography of Reviewed Programs of Supportive Services in Adult Basic Education."

The content of this review evolved from a number of search strategies. A number of resources were identified as a result of two computerized searches of Research in Education (ERIC) and the Current Index to Journals in Education. Manual searches of the two above mentioned

indexes plus the Education Index provided additional information. A number of adult education and adult basic education bibliographies were consulted, but with the exception of one, the Adult Career Education, Counseling and Guidance Literature Resource ("Adult Career Education. . . . .", 1974) they provided little or no additional information.

In an attempt to assess the most current and yet unpublished supportive service practices in adult basic education, a letter requesting information relevant to this review was disseminated to over 100 adult education institutions and educators across the nation. The responses to this letter provided valuable information pertinent to this review as well as to the total project.

The last search strategy involved on-site visitations to Illinois adult basic education programs that were recommended as being of an exemplary nature. The programs visited--Black Hawk Community College, Rock Island; Hall Adult Education Center, Rockford; and Kankakee Community College, Kankakee--provided this investigator with the type and depth of information not often found in the literature.

I. SUPPORTIVE SERVICES

What is meant by the term supportive services as it relates to adult basic education?

The Illinois Office of Education's guidelines for proposals give some indication of what might constitute supportive services. "Special project proposals in the supportive services are encouraged to emphasize such areas as publicity and recruitment techniques and student retention, motivation and counseling as they relate to the ongoing problems of serving a diverse adult population." (Procedures and Criteria, 1975, p. 4)

Smith, Lopez, and Mason, in An Assessment of Illinois Programs in Adult Basic Education, define supportive services as "those services which directly assist the learner to: (1) participate regularly; (2) profit from instruction; (3) maintain physical and emotional health; (4) overcome handicaps; and (5) make use of what he learns." (Smith, et al, 1976, p. 58) Norsworthy adds some depth to this definition with his view of supportive services.

> "Many students have unmet needs. The needs vary. Some are physically based while others are psychologically or socially based. Still others find their roots in the occupational, legal, or financial circumstances of the individual. Regardless of their source and nature, these needs, if left unattended, will drain away energies and capabilities vital to the learning task. Thus, services which function to satisfy these instrumental needs have been labeled supportive services--supportive of the learning task itself." (Norsworthy, 1971, p. 1)

Research has much to say in regards to what the needs and problems of the undereducated are. Anderson and Niemi (1969) in their rather extensive review of the literature on remedial adult educational programs sight numerous research reports detailing the predicament of the undereducated adult. As a socio-economic group, the undereducated adult has the highest rate of unemployment, the lowest income, the largest families, "high incidence of diseases, higher rates of infant mortality, lower life expectancy, more chronic illness, more dental defects, and a greater evidence of generally poor physical and mental health". (Anderson, et al, 1969, p. 28) The same authors (Anderson, et al, 1969, p. 21-40) sight a multitude of research indicating the social-psychological characteristics of this group: Low self-esteem; a lack of self-confidence; a limited perception of the value of education; high degree of dependency; short-term goal orientation; and social isolation from the societal mainstream.

For the undereducated adult carry the onus of some of the above mentioned characteristics the challenge and risk involved in completing his education is great. A well designed program of supportive services can provide much in the way of easing the undereducated adult's burden; and as a natural consequence increase his/her chances of success.

Some of the activities or practices which might fall under the rubric of supportive services include: health examinations, babysitting, educational and vocational counseling, transportation, emergency loans, testing, placement, recruiting methods, legal aid, special tutors, and referrals. These services could be offered by the Adult Basic Education program, or by other individuals or agencies in the community, or by the two through a joint cooperative agreement.

For example, the state employment service might provide vocational testing and counseling; the adult basic education center could provide educational counseling; the Department of Public Aid in cooperation with the adult basic education program might provide funding for student transportation.

II. OVERVIEW OF SUPPORTIVE SERVICES

The degree and type of supportive services offered by this nation's adult basic education programs runs the entire gamut. This diversity and range in services appears to be a function of the "availability of local support, funding, and administrative leadership". (Lethbridge, 1973, p.25)

For purposes of conceptualization, the wide range of supportive services offered will be categorized under two

main areas: (1) recruitment; and (2) retention and follow-up practices.

Recruitment. Of the two areas of supportive services reviewed in the literature, the recruitment function appeared to receive the most emphasis. This emphasis seems to emanate from the realization that an adult will not take advantage of an educational program, no matter how outstanding it is, unless he knows about it. Although this may seem basic, making the target population aware of their program has proved to be a major hurdle for many adult basic education programs. The scope of this problem is highlighted by National statistics which show that less than five percent of the eligible population are enrolled in adult basic education programs.

The success or failure of a recruitment effort in adult basic education is largely dependent on how well it was designed. Successful recruitment packages are developed around a recognition of the characteristics of the specific target population; i.e. its fears, life style, avenues of communication, etc. . . . .

The Appalachian Adult Education Center, based on its extensive research and recruitment experiences, found it useful to categorize adults in the United States with less than a high school education into four groups of people.

> Group I refers to economically secure adults with less than a high school education. They accept the value of education and can be easily recruited through the media to learn in class settings.
> Group II refers to a less economically stable class of people who also place a high value on education. Heavy work schedules and family responsibilities often frustrate their desires to participate in educational activities.
> Group III people, while maintaining a respect for education, are quite difficult to recruit. Their time and energies are reserved for eking out a living. Unlike the first two groups, they do not respond to media recruitment. . . .
> Group IV people are fatalistic about their life chances and are highest in priority on the index of need. AAEC studies indicate that people in this group, once recruited, show significant gains in learning through home instruction. (Eyster, 1975, p. 303)

The challenge inherent in recruitment, especially with Groups III and IV, becomes more readily apparent upon a closer examination of some of the characteristics and attitudes which many adults lacking a high school education display toward formal education. Some of these hurdles which the recruitment program must overcome are:

1. The adult, having experienced repeated failure in school before, is often reluctant to return to the classroom and repeat the experience.

2. He may be very sensitive about his inability to effectively use the language of the middle class--that which is prevalently used in school.

3. He often has feelings of guilt and fear of ridicule associated with his illiterate condition. Consequently, he experiences much apprehension and potential embarrassment

in returning to the classroom and studying "stuff for little kids".

4. He has probably developed a series of subtle defenses against revealing his illiterate condition.

5. He generally approaches new situations (i.e. returning to school) with a fear of failure emanating from his ingrained sense of low self-esteem.

6. He may be relatively isolated physically and/or socially from the community, making contact extremely difficult.

7. Existing at a low or poverty income level, he finds it difficult to afford the money costs associated with going back to school.

By virtue of the obstacles mentioned above, it is apparent that any successful recruitment campaign must be sensitive to the thoughts, attitudes and feeling of its target population. Methods of recruitment which can communicate to the adult illiterate on his own terms and engender a sense of trust will experience a greater degree of success than those methods which do not take these two factors into account.

This review uncovered a wide range of recruitment strategies and procedures. These techniques may be thought of as falling into three main areas: media, personal contact, and interagency cooperation. In the following paragraphs the techniques utilized in each of the three

above mentioned categories will be explored.

Probably the most widely used strategy of recruitment is the utilization of the media. The reason for this mode of delivery is that it appears to be the least time consuming and least expensive for the adult basic education program and its staff. Unfortunately, this method also appears to be the least effective in reaching the disadvantaged illiterate--the very one who could probably benefit most from the adult basic education program.

The ineffectiveness of most methods of media recruitment in regards to this type of illiterate is quite understandable upon consideration of two factors. The illiterate adult, due to his unlettered state, often cannot comprehend the recruitment message. Secondly, there is some evidence to indicate that this type of adult will reject impersonal appeals. (Anderson, et al, 1969, p. 61) Nevertheless, the media can and does play an important role in recruitment when properly designed and well thought out.

The following is a brief overview of types of media recruitment packages currently utilized and some of the problems associated with each.

1. News Releases. Newspapers have provided excellent opportunities for regular promotions and recruitment. The content of the releases varied from straight ads promoting local classes to feature stories on class activities and success stories.

(Problems) It may prove difficult to receive free publicity, without investing money in advertising. Also, unless a story is well written and relevant, it will be hard to sell to the newspapers. The scheduling, preparation, and contact with the newspapers requires a considerable amount of staff time.

2. Tabloids: The tabloid is usually distributed through area newspapers or mailed to each home before the start of a class. Information provided usually includes the type, location, and time of the offerings.

(Problems) There is a tendency for this mode to be confusing, uninteresting and wordy. There is a very real danger in the larger tabloids that the adult basic education announcements will be lost among all the other promotions.

3. Flyers and Handouts: These were distributed to various agencies, schools, and businesses which consented to cooperate with the adult basic education programs. Other locations which had potential were those where people had to wait: i.e. laundromats, grocery stores, car washes, doctor's offices, and barber shops. Distribution by door-to-door and welcome wagon was also utilized.

(Problems) If the flyers were not short, simple, and eye-catching, they were most often not read. Some people did not bother to distribute the material. In one study, it was found that the materials had little impact unless some personal contact was made.

4. Posters: Posters were displayed in places frequented by the target population: i.e. neighborhood centers, shopping areas, churches, etc. Some displays had containers for return cards. The effectiveness of this medium is enhanced if the posters are designed with the particular cultural patterns and vocabulary of the target group in mind.

(Problems) The design, placement and periodic change of posters takes a certain amount of staff time.

5. Telephone: The telephone was used to contact prospective students and to do follow-up. This method proved most effective when it was followed up by a personal visit.

(Problems) A substantial portion of the illiterate adult population will not be reached due to the fact that they do not have phones. Also telephone calls are often held suspect. It is very important for the caller to be sincere and not come across phony.

6. Radio: Radio was utilized by appearances on talk shows, taped announcements, and news items. Both paid for air time and public service announcements were utilized.

(Problems) In regards to the use of public service time, the adult basic education program has no control over when its announcements will be on the air. Consequently, the adult basic education program's announcement may be broadcast when the major portion of its target population is not listening. Also before pursuing this avenue it is

important to ascertain the radio station listened to by the target population.

7. Television: Television was used in much the same way as radio: i.e. talk shows, news items, public service announcements.

(Problems) The timing, preparation of graphics, and production notations necessary to meet station requirements can require a considerable amount of staff time. Also, a considerable amount of expense can be involved.

It has been shown that probably the most successful method of recruitment is through face-to-face personalized contact. ("The Illiterate American", 1962) A suggested reason for this phenonema is that although the illiterate adult may receive the adult basic education recruitment message through the media, he may not act on it out of real or imagined fears and problems. The personal element added in face-to-face contact often provides the necessary conditions needed by the potential adult student to overcome or deal with his fears and problems.

Many adults who lack a high school education have fears and negative feelings about the prospect of going back to school; the very place where they had experienced unpleasant memories and what society deemed as failure. But with the help of a trained recruiter, who could provide enough assurance to alleviate these fears, the adult might have the courage to attempt another try at school. Other

real and unfounded fears and problems; such as, transportation, school expenses, and child-care might be worked out if the recruiting is done on a personal basis.

Adult basic education programs when conditions allowed, utilized a variety of person-to-person recruitment methods. As a general guideline, it appears that the closer the bond (psychological and/or financial) the recruiter had with the adult basic education program, the higher his rate of recruitment success. The major drawback is the expense. The following paragraphs describe some of the prevalent methods of person-to-person recruitment.

1. Volunteer Recruiters: This type of recruiter has been used both in person-to-person recruitment as well as in enlisting the support of various organizations and institutions. Volunteers have been recruited from former adult basic education students, college students, church groups, community organizations, voluntary action centers, and other such groups.

(Problems) For such an effort to be successful, it is very important that someone act in the capacity of a volunteer coordinator. Also, it is recommended that the adult basic education program provide formal pre-service and in-service training for all recruiters.

2. Paid Paraprofessionals: As part of their duties, paraprofessionals (i.e. teacher aides, counselor aides) have been utilized in a recruitment capacity. In most cases,

recruiters went through some type of formalized training.

(Problems) The main drawback to this method is that it is an expensive use of time.

3. Teachers: Teachers were used as recruiters on a limited basis by a few programs. As the instructors were already familiar with the adult basic education program and the typical concerns and attitudes of the student, and had both a psychological and financial vested interest in the success of his class, their recruitment efforts experienced a substantial degree of success.

(Problems) Once again, this mode of delivery can be quite time consuming and expensive. Also, as many adult basic education teachers have other full-time jobs, it is very difficult for them to find time to do recruitment.

4. Friends: Word of mouth, whereby students are recruiting students, has been sighted by many "experts" and "practitioners" as the most effective method of recruitment. In most cases, if the adult basic education program is meeting its students needs, it can be counted on that the word will be passed along to their friends and relatives.

A third area which the literature suggests has high potential as a source of adult basic education student recruitment is the community agencies. One of the more progressive adult basic education programs of supportive services this researcher investigated reported that community

agency referrals accounted for 47 percent of a total of 4,366 new enrollees over an eight year period; 21 percent were by daily contacts with the immediate sphere of the adult illiterate; 14 percent by formal recruiting and home visits; 10 percent by public relation efforts; and 8 percent by educational institutions. (Lethbridge, 1973, p. 37)

This recruitment strategy has much to offer. Agencies such as the Department of Public Aid, Manpower Development, and Children and Family Services deal with a clientele that has a relatively high proportion of illiterates and functional illiterates. Consequently, they offer a ready pool of potential students. With a certain amount of time, effort, and coordination, adult basic education programs have found the community agencies a cooperative and steady scurce of referral.

Those adult basic education programs that seemed to experience a relative high degree of referrals had made a concerted well planned effort to elicit the coorperation of the community agencies. Some of the methods employed by programs actively seeking community agency coordination and cooperation included: the formation of advisory boards; community surveys; and interagency orientation sessions for adult education instructors and agency staff. Essential to the success of such an effort, and often times very difficult to achieve, is the development of a mutual confidence among the agencies.

For most of the adult education programs reviewed evaluation of recruitment is a matter of noting increases in enrollment. Some programs had gone a step farther by designing instruments which enabled records to be compiled as to how the student first heard about the program.

One exception noted by this researcher in regards to the general status of recruitment evaluation in adult basic education was that provided by the Appalachian Adult Education Center (AAEC). ("Adult Learning Center", 1972, p. 8) The AAEC conducted a two year study of adult basic education recruitment comparing different kinds of trained, paid recruiters. (ABE Lay teacher aides; ABE teachers; Lay recruiters; Public school teachers; Lay ABE student; VISTA recruiters; College student) Data compiled to make the comparisons included: the total number of students enrolled; percentage of recruiting contacts that were enrolled; and percentage of those enrolled who stayed in the program. As a result of this attempt at systematic evaluation, the program was able to identify the most successful type of recruiter. They found that the most successful recruiters, in terms of both number enrolled and number retained, were those that were actively involved in the program (i.e. ABE lay teacher aides, and ABE teachers as opposed to VISTA and college student recruiters).

Obviously, AAEC findings had strong implications for their future recruitment efforts. In this day and age of

increasingly tight money and emphasis on accountability, systematic evaluation would seem to be a necessity.

Retention and Follow-up: The need for supportive services which emphasize student retention is evident upon review of the National Literacy Program statistics for 1968, 1969. ("Adult Basic Education. . .", 1969, p. 22) These statistics showed that 484,626 students were enrolled. Out of this total, 171,987 students withdrew from their adult basic education program. 62,567 students left for reasons of employment, to enter job training, or to change jobs. The remaining 109,420 students left for reasons such as lack of interest. The 109,420 students who did not complete adult basic education program for non-job related reasons represents 22.6 percent of the 484,626 students originally enrolled at the beginning of the year. In other words, more than one out of every five students dropped out of their adult basic education program. This statistic would seem to dictate an emphasis on holding or retention practices in adult basic education programs.

In light of the previously mentioned psychological and socio-economic characteristics which many adult basic education students are burdened with it is surprising that the national dropout rate is as low as it is. Saddled with such things as a low self-concept, a fatalistic and short-time orientation, lacking self-confidence, being unemployed and facing legal, family, and health problems, many adult

basic education students find the challenge of education too great a demand on their personal resources.

Historically, adult education programs have given little attention or recognition to the student as a whole person, attending only to the adult's academic needs. It is only recently that adult basic education has made any concerted effort to deal with the adult basic education student as a whole person; attempting to meet both his academic and non-academic needs.

The following paragraphs will describe adult basic education's current attempts to meet the non-academic needs of its students through providing supportive services. It should be noted that many of the practices reviewed were part of experiemental demonstration projects and, therefore, may not be indicative of the true status of supportive services provided by the adult basic education programs of the United States.

As was sited earlier, many adults have very strong internalized attitudes and defenses which tend to inhibit any decision to attend an adult basic education program. Consequently, for the adult who opts to re-enter the formal education system and risk possible failure, a certain amount of fear and apprehension is understandable. In recognizing this fact, some adult education programs reviewed made a concerted effort to make the student at ease by structuring a formalized orientation period for all entering students.

The length and nature of the orientation period varied from program to program. Length of orientation ranged from less than an hour to a full week.

In some cases, orientation involved the classroom instructor giving a short informal classroom presentation and jumping immediately into a learning experience which would provide the student with an immediate, positive, successful experience. In others, orientation involved an informal one to one intake interview with a counselor, paraprofessional, administrator, or teacher in which such things as program goals and procedures and student goals and background were discussed. The most extensive orientation program reviewed by this researcher involved students meeting each morning for five days. (Cooney and Sadowsky, 1976) During this time, students were introduced to various aspects of the program by the program administrator, teachers, counselors, and cooperating community agency personnel. Initial placement tests were administered and students were interviewed individually to ascertain their goals and to develop their program.

Frequently integrated into the orientation process and another essential component of many program's retention strategies was student assessment. Student assessment may be thought of as involving two basic components: (1) an evaluation of the student academic skills and (2) a mutual evaluation of the student's goals, plans, abilities, and

psychological and physical needs.

The importance of assessing a student's academic readiness seems to be the most widely recognized and implemented supportive service in the adult basic education field. The primary function of academic assessment is to identify the student's strengths and weaknesses. Only then can a program be tailored to meet his needs. The importance of proper placement is apparent when one considers some of the characteristics which many adult semi-literates bring to the program: low self-esteem, lack of self-confidence, fear of failure and ridicule. Placement of this type of adult student into a level where he did not experience some degree of success would greatly increase the possibilities of him becoming a dropout.

Placement in most programs is carried out via teacher made or standardized tests. Some of the more prevalent standardized achievement and diagnostic tests utilized include: (Achievement Tests) "Tests of Adult Basic Education"; "Adult Basic Learning Examination"; "Adult Basic Education Student Survey Test"; "Tests of General Education Development"; "Fundamentals Evaluation Test for High School"; (Diagnostic Tests) "Adult Basic Reading Inventory"; "Individual Reading Placement Inventory"; "Gray Oral Reading Test"; "Gilmore Oral Reading Test"; and "Gates Reading Survey". (Kaple, 1971, p.23)

At present, there exists a wide variation in placement testing among adult basic education programs. There

appears to be no broadly accepted standard for the type of tests to be given, the amount of time allotted for testing, and importance assigned to tests results.

The second component of student assessment may be thought of as a socio-psychological self-evaluation of the student in regards to his aspirations, abilities, aptitudes, physical and psychological needs. Unlike academic assessment, this supportive service has not received a great deal of emphasis in the adult basic education programs of the United States. This is unfortunate when considering the fact that many semi-literate adults view getting the GED as a means to an end; i.e. getting a job, getting a better job, going to college, etc.

Self assessment in practically all cases fell under the realm of counseling and guidance. In most cases, the first step in the student self-evaluation procedure involved an interview with the adult basic education program's counselor, counselor-teacher or paraprofessional upon his entrance into the program or shortly thereafter. Although the duration and depth of these interviews were quite varied, the general focus was to ascertain to the student's status in regards to his goals, aspirations, abilities, personal and environmental needs. Once the student's status was established, some form of counseling and guidance often followed during the course of the student's time in the program.

The type and nature of counseling and guidance offered fell into three major areas: vocational, educational, and

personal. Again there was considerable variation in degree to which these services were offered.

Vocational counseling offered by adult basic education programs involved a number of activities. Counselors assisted the student in making a realistic selection of an occupational goal and in developing a plan to achieve this goal. Information regarding available job opportunities and job requirements were sometimes made available and discussed with students either individually or in groups. Interest and aptitude tests such as the "Kuder Preference Test", "Strong Vocational Interest Inventory" and the "General Aptitude Test Battery" were often administered. In a very few cases, adult basic education counselors were active in job placement.

Educational counseling was primarily concerned with providing an opportunity for educational planning and providing educational information. Fleming (1973, p.59) in reviewing adult basic education counseling and advisement procedures in the United States noted the following ways in which educational counseling was used to assist students:

1. Assists him in determining his educational plans for the present and for his long range goals;

2. Helps him relate his work in the basic education program with his present job experience and his future employment aspirations;

3. Assists him in minimizing any physical handicaps that might be a stumbling block to his classroom success. For example, the loss of hearing and poor eyesight are physical liabilities common among adults;

4. Provides the client with assistance, perhaps by making the proper referral for him, in the area of psychological blocks to learning;

5. Cooperates with the teacher and the client in overcoming his language difficulties. Some of these difficulties may be cultural-bound language patterns. The fact that most of the students in the basic adult education program come from the lower socio-economic level in the United States and speak the English language differently than the Middle Class can pose many real problems for them.

In relation to the above duties the educational counselor provides a great deal of educational information (program descriptions, other educational and training opportunities, etc.). He also utilizes achievement, diagnostic, intelligence, aptitudes tests, and interest tests in assisting the student to determine and develop his education plan.

Although indepth therapy does not usually take place within the context of the adult basic education program, some degree of informal and formal personal counseling does take place in some. The extent of this type of counseling was dependent on the professional preparation and competence of the counselor. In most cases, this type of counseling took the form of listening to, or advising students on personal matters such as; lacking self-confidence, family problems, financial problems, etc.....

Even in programs which were fortunate enough to have some type of counseling service there were problems that could not be adequately dealt with in the adult basic

education program; i.e. legal problems, medical problems, etc... Consequently, some programs have made a concerted effort to develop a community agency referral system.

The potential of a well developed referral system can be easily seen upon reviewing some of the services which agencies have provided to various adult basic education programs and students. In meeting the students' occupationally related needs college student personnel and vocational technical schools have provided educational guidance and information. Tutors were provided by various volunteer organizations. The state employment service provided vocational testing, counseling, and placement. Manpower Development provided on-the-job training while Vocational Rehabilitation provided vocational counseling, rehabilitation services, and educational or vocational training to physically and/or mentally handicapped students.

Students legal and financial concerns have been met by a number of agencies. Legal Aid has provided consultation to students confronted with legal problems (loans, child support cases, etc.). Public Aid has paid for child-care and transportation costs for those students who qualified.

Severe psychological problems were dealt with through indepth counseling provided by local Mental Health Centers. Public Health has provided preventative instruction relating to family health practices and free immunizations as well as other services.

The above paragraphs describe only a few of the ways in which adult basic education students have been able to utilize community resources as a result of referral.

Many students drop out of adult basic education classes for reasons other than the academic program itself. For the program concerned with the whole adult and not just his academic needs, it would seem that the time and effort expended in cultivating a cooperative relationship with community agencies and organizations would be well spent.

Two of the major reasons often sited by students for dropping out are lack of transportation and babysitting problems. A few of the programs reviewed have attempted to meet this need. In regards to the lack of transportation, one program developed a mini bus service where students were transported to and from class free of charge (Roberts, 1976). Another program attempted to deal with this program by airing a GED instruction program on television and sending instructional aides into the student's home when needed (Beder and Darkenwald, 1974, p. 2-12).

Student's needs for child-care (most often babysitting) have been met by some adult basic education programs by instituting class-site child-care facilities. Another way this need has been met was through the previously mentioned television instruction followed up by home visits by instructional aides, or tutoring via telephone.

Follow-up services are considered by some programs to be a very important and integral part of their program.

The importance of this service is evident when considering that more than one out of every five adult basic education students drop out of their program. Although some reasons for dropping out are unavoidable (i.e. moving away), there is a large segment of dropouts who could possibly be induced to re-enroll if they were contacted.

Adult basic education programs carried out the follow-up service in a number of ways. But underlying all the methods there appeared to be three guiding principles. First, that the contact be couched in terms of an offer by the program to assist in the solution of the problem. And secondly, that the inquiry be genuine, respectful, non-judgemental, and non-intrusive. And lastly that contact be made as soon as possible.

What appeared to be the most fruitful follow-up method involved the instructor, counselor, paraprofessional, or fellow student making a home visit. Unfortunately, this method can prove very expensive in terms of time and/or money.

Other methods involved making contact via the phone or through a letter. Although not as effective, these methods indicate to the dropout that the program is concerned about him as a person. Often times this encouragement was enough for the student to try again.

Before closing this overview of adult basic education supportive services, some mentions should be made of a few of the

ways in which programs have overcome the cost factor in extending supportive services to its students.

Probably the biggest obstacle to the program attempting to extend supportive services to its students is the lack of funds to pay additional professional staff (i.e. counselors, teachers, etc.). A few programs have circumvented this obstacle by utilizing paraprofessionals in a variety of capacities. In the programs reviewed, paraprofessionals were involved in recruitment, keeping records, tutors, giving instruction, counseling, and following up dropouts. The degree of success in using paraprofessionals in the above mentioned capacities was varied. A few significant factors seemed to emerge as contributing to the successful use of paraprofessionals. First, applicants were carefully screened and selected. Secondly, adequate time for training was given to the paraprofessional before he actually undertook his job. And finally, his duties were clearly delineated to both him/her and the rest of the adult basic education staff with whom he was working.

Volunteers have been used by some programs in such capacities as recruiters, teacher aides, and tutors. Again, careful selection, adequate training, and a clear delineation of duties seem to insure a greater degree of success. In addition, it seemed important that someone be appointed to coordinate volunteer activities.

Two programs reviewed, (McElreath, 1972, p. 362; "Adult Referral," 1970), had developed a rather innovative approach to the extension of supportive services. Their approach involved

the use of a telephone information line. Via the telephone, students were offered such things as instructional aid, career and educational guidance and counseling, general information, and referral.

In regards to adult basic education's attempts at evaluating the retention and follow-up components of their programs this researcher's findings are similiar to those of Barnes and Hendrickson. (1965, p. 61) After observing 33 literacy programs in 15 states, they found "little emphasis on any type of systematic evaluation". For the most part, evaluation consisted of such loosely controled and indirect measures as noting increases in retention rate and increases in the number of program completions. A few programs attempted evaluation through case studies and follow-up interviews.

The lack of systematic evaluation of retention and follow-up practices may be a function of two factors. First of all, retention and follow-up are heavily involved with the affective domain of the adult basic education student. Noting program impact in this area is often difficult. Secondly, most adult basic education educators are practitioners (as opposed to researchers), lacking the orientation and time to develop and carry out a systematic evaluation design.

This concludes section II of this report. Hopefully, this overview has given the reader some insight into the recruitment, retention, and follow-up practices currently being used in the adult basic education programs of the

United States. The remainder of this report offers a closer look at a few programs' attempts at providing supportive services.

III. CASE STUDIES

Three programs providing supportive services of an exemplary nature will be reviewed in this section. Rossman's model project to recruit functionally illiterate adults was chosen because of its innovative nature and the systematic way in which it was planned, implemented, and evaluated. The Appalachian Adult Education Center's "Counselor-Aide" program represents a creative approach to providing a wide range of supportive services through the utilization of paraprofessionals; as well as providing an outstanding model of program development, implementation, and evaluation. The last system reviewed, the White Plains Adult Basic Education program, represents one of the most comprehensive, integrated, systems of supportive services this researcher investigated.

Due to time and space restrictions, the reviewer could not present all the supportive service programs reviewed. Therefore to facilitate any indepth investigation the reader might want to make, a "Selected Bibliography of Reviewed Programs of Supportive Services in Adult Basic Education" has been provided in Appendix A.

It was stated earlier in this report that recruitment via the media is most often the least effective way to reach the disadvantaged adult; but that this mode of recruitment could play an important role if it was carefully planned and designed with the target population in mind. Dr. Mark Rossman's aural-visual recruitment package represents such an effort.

An Aural-Visual Media Recruitment Model (Rossman, 1971)

In 1971, Dr. Mark H. Rossman, in cooperation with the Springfield, Massachusetts Public School Adult Education program undertook a project funded by the Massachusetts State Department of Education. The objectives of the project were:

1. to design and implement a predominantly visual and aural recruitment package utilizing television, radio, and printed graphics as the major means of recruitment.
2. to assess the effectiveness of such methods of recruiting prospective adult basic education students."

In essence the project was a systematic attempt to utilize the media to inform undereducated adults of the existence of Springfield's Adult Basic Education Program and to evaluate the effectiveness of this approach by measuring increases in enrollment directly attributable to the media

recruitment package.

The program was carried out in four basic steps: (1) Research past and current recruitment methods and the problems involved: (2) Development of an innovative recruitment plan; (3) Implementation of the plan; and (4) Assessing the programs strengths and weaknesses.

The first stage, background research, was carried out through three principle modes: literature searches; visitations; and correspondence with relevant parties. The literature searches were conducted by reviewing materials indentified from two computer searches of ERIC and Indexes to Journals in Education. Professors of Adult Education at Ohio State University and North Carolina State University were consulted and visitations were made to relevant ongoing programs. And lastly, correspondence was carried out with Adult educators throughout the nation.

Having established a solid base of background information, the next step involved the development of an innovative aural-visual recruitment design. As part of the developmental process, "experts" in adult education and promotional advertising were consulted. As a result of interaction with ABE students, teachers, administrators, and consultants the project developed the following recruitment package: one sixty second and one thirty second television commercial; two sixty second English language and one sixty second Spanish language radio commercials; and lastly, one printed graphic piece designed for mass distribution. The package

was designed to promote a positive image of adult basic education instruction and the local program by using indigenous teachers, students, and scenery.

Having developed the recruitment package, the project set out to implement the recruitment design. Three television stations were contacted and agreed to air the prepared commercials as public service announcements. The same was true of the eight radio stations contacted.

The commercials were broadcasted for a period of eight weeks extending from April 19, 1971, through June 6, 1976. Ten-thousand copies of the graphic piece were distributed during the week of May 24, 1971, to target area businesses and social agencies.

The evaluation design utilized in determining the effectiveness of the aural-visual recruitment package consisted of two main components. The first phase involved interviewing one-hundred potential and current adult basic education students in the target area. A questionnaire was constructed and interviewers were trained to carry out this phase. The focus of the questionnaire was to elicit client reactions in regards to the effectiveness of the aural-visual recruitment package.

The second phase of the evaluation strategy involved recording the number of new adult basic education student enrollees who had heard about the program via the aural-visual recruitment package. This information was obtained

by asking students who had called up by telephone or had come directly to the Center to enroll how they heard about the program.

Based on the information obtained from the interviews and the records of how new enrollees had heard about the adult education program, the aural-visual package was judged as an effective method of recruitment. During the test period, 19.4 percent of new enrollees attributed their enrollment directly to the influence of the aural-visual recruitment materials. This was in contrast to the program's previous year where 8 percent of enrollees during the same period attributed their enrollment to media. Consequently, the aural-visual recruitment package was responsible for over a 100 percent increase in media recruited enrollees.

The Appalachian Adult Education Center has fostered a number of innovative and exemplary programs of supportive services in adult basic education. The "Counselor-Aide" program reviewed below represents one such effort.

Recruitment, Retention, and Follow-Up Services Provided by Counselor-Aides ("Demonstration, Developmental. . .", 1970)

As a component of the Appalachian Adult Basic Education Demonstration Center, a Counselor-Aide program was developed and implemented in Carroll County, Virginia, in 1969. The

program involved the training and utilization of two paraprofessionals working in cooperation with a certified counselor in pre-designated outreach, retention, and follow-up activities. The major focus of these activities was to raise the economic level of the adults in Carroll County through an improvement in the educational level of achievement.

The development stage of this project involved the determination of paraprofessional selection criteria, the establishment of guidelines for pre-service and in-service training programs, the determination of counselor-aide responsibilities, and the development of data gathering instruments to be utilized in facilitating and evaluating counselor-aide functions.

The selection criteria finally decided upon included the following criteria:

(1) High school diploma or its equivalence (GED, etc.)
(2) Have an understanding of types of individuals most likely to become involved in the adult basic education program
(3) Good conversationalists
(4) Neat and well poised
(5) Enthusiastic
(6) Familiarity with geographical area
(7) Willingness to take advanced training

The guidelines for pre-service and in-service training involved the development of a format which encouraged discussion and the free exchange of ideas among paraprofessionals, trainer and staff. Some of the activities included in the training were:

(1) Instructional conferences with adult education personnel
(2) Instruction in recording field case notes
(3) Taking related college courses
(4) Visiting community agencies for background information
(5) Reading related material
(6) Working with public school teachers and principals
(7) Group discussions and planning sessions with assistant director
(8) Attending a number of in-service workshops focused on topics relevant to paraprofessional functions

Once the counselor-aides duties were defined, a number of data gathering instruments were developed in order to assist the paraprofessional and to assess his effectiveness. The instruments developed will be elaborated on later in a discussion of how the project was evaluated.

Well prepared by the above mentioned activities, the counselor-aides were involved in the following recruitment, retention, and follow-up practices:

(1) Secured the names of potential adult basic education students from such sources as ABE students, dropout lists from ABE classes and public schools and lists of those who failed the GED test
(2) Made initial and follow-up home visits for recruiting purposes
(3) Met the recruit at his first class meeting in order to facilitate transition into the ABE setting
(4) Assisted with standardized test administration, scoring, and interpretation
(5) Compiled and kept up-to-date cumulative files or each ABE student
(6) Kept a personal data form and follow-up form on each person visited
(7) Maintained positive working relationships between the business and industry in the community and the ABE program
(8) Kept area agencies informed on happenings in the ABE program and, in turn, kept informed on new developments in the agencies

(9) Made referrals when necessary
(10) Provided personal counseling to students both in and out of class
(11) Followed up ABE dropouts to ascertain their reasons for dropout and tried to alleviate those problems
(12) Collected personal data on ABE students to assist the ABE staff to better understand their students
(13) Presented the ABE program to civic organizations using slides and brochures

A rather extensive and elaborate evaluation system was developed to assess counselor-aide functions and their effectiveness. The evaluation system was based around a number of data gathering instruments developed prior to the action phase of the project. Some of the instruments developed are briefly described below:

(1) An "Adult Visitation Form" utilized in gathering background information on prospective students
(2) An "Adult Follow-up Form" used for later contacts
(3) An "Adult Record" containing personal and educational data which was to be placed in each adult students cumulative folder
(4) A "GED Record" detailing the student's status following his attempt to pass the GED exam
(5) A listing of forms due each week and month to identify schools and areas covered by each counselor-aide
(6) A "Statement of Travel" indicating the destination and purpose of trip for purposes of reimbursement
(7) A "Monthly Summary of Visitation" which was to be compiled by the counselor-aide to show his monthly accomplishments
(8) A "Human Terms Survey" which was used to present an overall picture of personal accomplishments of students

Data accumulated from the above mentioned instruments was utilized in the final evaluation of the project. Examples of some of the data gathered include: number of recruitment contacts made; number of students enrolled; number of

follow-up contacts; number of referrals; descriptive student personal data; reasons given for dropping out; number of students who passed the GED; and number of and type of information programs given.

In addition to the data accumulated from the developed instruments, the counselor-aides and their supervising counselor submitted subjective self-evaluations of their training and on-the-job experiences. For further clarification of this process, a copy of the counselor-aides and consultant counselor evaluations of their training experience is included in Appendix B.

To a limited extent, student and organization comments were solicited as one other attempt at evaluation. Both positive and negative comments and letters were compiled and recorded.

Based on the data gathered from this rather elaborate evaluation system, the project was considered a success. A wealth of data was collected which could be of value in improving the overall ABE program. Over 800 contacts were made by the counselor-aides. Several dropouts re-enrolled in the ABE classes; others expressed a desire to enroll in classes the following year; and still others went on to pass the GED.

In this researcher's opinion, the Counselor-Aide Program represents an exemplary effort. The program represents a rather innovative and successful attempt

to provide a wide range of supportive services at a comparatively low cost. Also the program represents an outstanding model for the systematic development, implementation, and evaluation of a system of supportive services.

Unlike the two previously reviewed demonstration projects, the White Plains Adult Basic Education program represents an ongoing, established system. The program is an exemplary model of a systematically developed, comprehensive program of supportive services.

The White Plains ABE Supportive Service System (Lethbridge, 1973)

The White Plains Adult Basic Education program, located in White Plains, New York, was faced with quite a challenge. The county in which the program is located had more than 46,000 adults over the age of twenty-five who had six years or less of formal schooling.

As part of the White Plains program's response to this challenge a comprehensive, integrated system of recruitment, retention and follow-up services was designed and developed. This program's supportive services were created out of an awareness of and sensitivity to the characteristics and needs of its adult illiterate population.

The White Plains' multifaceted recruitment efforts clearly evidence this sensitivity. The program had developed a number of recruitment strategies which fall under four

basic categories: general outreach; outreach of educational staff; student outreach; and community agency referral. Each of these strategies was built around a recognition of the characteristics, attitudes, and needs of the specific target populations.

The program's general outreach efforts encompassed practically all the media recruitment strategies discussed earlier in this review. Some of these strategies included the use of television and radio advertisement, posters, newspaper ads, and handbills.

Educational staff outreach recruitment efforts involved paid, trained recruiters going out into the community. Special efforts were made to involve the "natural" leaders of the target population in this function.

While word of mouth is regarded by many adult educators to be one of the most effective methods of recruitment, the White Plains program was one of the few programs reviewed which made a systematic effort to utilize this medium. Much stress was laid in the program on initiating dialogue with selected members of the target population with the aim of building communication links between the ABE program and the enrolled adult illiterate community.

In this reviewer's opinion, the most exemplary aspect of this outstanding program was its systematic development of community agency relationships for the purposes of recruitment as well as referral. Due to the superior

nature of the White Plains ABE program's community agency relationships and the potential significance of this approach for other adult education programs, some elaboration on their efforts is in order.

The White Plains' Adult Basic Education program viewed the establishment of community agency linkages as a three stage process.

The main thrust of the first stage was directed at improving the services and procedures of the ABE program itself. Some of the activities associated with this process were: a careful selection of trained ABE teachers to a accelerate the adult's educational progress; maintaining flexible class schedules to meet student needs; sensitizing staff to the adult's problems in adjusting to the ABE program; establishing clear lines of communication with community agency personnel in order to facilitate feedback to the agency in regards to its client's progress, and as a natural consequence, demonstrate the worth of the adult basic education program; and having warm, tactful counselors personally facilitating the clients transition into the program at enrollment.

Having established a relatively solid program through phese one efforts, the White Plains program initiate the second stage. The focus of this stage was to establish initial relations with outside community agencies. Procedures employed in this phase included: identifying

community agencies who could benefit from a mutual interchange of services; developing a concise description of the ABE program and its services; initiating outreach meetings where community agency heads were invited to lunch; following up these meetings with subsequent meetings involving agency middle management for an interchange of dialogue; establishing a general agreement between the program and agency staff for the free exchange of information; identifying long range goals and establishing target dates; and reaching a general agreement involving the referral of community agency clients to the ABE program.

The final stage of the strategy involved the establishment of concrete ground rules for working with the agency. This was established through large group orientation sessions with case workers and staff. Such things as the confidentiality of client records, the exchange of client information, and the establishment of on-site facilities for case workers were finalized.

The White Plains' recruitment evaluation design clearly demonstrates the fruits of establishing agency ties. In evaluating the effectiveness of their recruitment strategies by collecting enrollment data over a five year period they found that 47 percent of their referred enrollees were from community agencies.

Retention or holding practices also received a great deal of attention in the White Plains basic education program.

As with their recruitment designs, retention strategies were carefully designed to facilitate the effective delivery of services as well as to insure some degree of evaluation. Central to the retention design was a strong emphasis on keeping records. Weekly reports were submitted detailing the number of: students enrolled; new enrollees; transfers; graduates; and dropouts. This data collection system gave an accurate picture of the dropout rate. This information was later used in evaluating the impact of different retention strategies.

The teacher was viewed by the White Plains program as playing a major role in student retention. This conviction stemed from an observation of two facts. First of all, that students react positively to instructors who are genuinely interested in their welfare and progress. And secondly, the quicker the student can advance towards meeting his needs (a major one being literacy) the less chance he has of becoming discouraged and possibly dropping out. In view of the above mentioned factors, the ABE center placed a great deal of emphasis on the selection and evaluation of instructors and the programs which they taught.

The counseling staff also held a key position in the White Plains' retention design. Although its teachers had the most contact with the students, they most often lacked the time, resources, and skills to deal with many of the student's problems. The ABE center saw the counselor as a means of filling this gap in their retention strategy.

The counseling staff provided a wide variety of styles and services. Some of these services included: new student intake; large group sessions; small group sessions; attendance recruiter home visits; attendance contact and counseling via the telephone; and individual counseling.

The dropout or poor attender was viewed by the White Plains organization as being a manifestation of some type of failure in their delivery system. Consequently, the program saw follow-up services as being a necessary and vital part of their commitment to providing supportive services. Some of the follow-up practices that were sited as being most productive are:

1. Instructors were encouraged to take note of any signs from students which might lead to an attendance problem and to convey his observations to the counselor.

2. Counselors were presented with daily attendance records. This information enabled the counselor to immediately follow-up on students. This was usually done by phoning the student's home or a friend of the student.

3. In some cases a competent field recruiter was assigned to visit the student's home.

In this reviewer's opinion the White Plains Adult Basic Education program is worthy of study by any basic education program contemplating the development of a system of supportive services. It represents an exemplary example of a well planned, systematically developed, comprehensive program of supportive services.

IV. SUMMARY AND CONCLUDING REMARKS

A large body of research indicates that many illiterate and functionally illiterate adults have many problems and needs. These problems and needs often impede, and in some cases, block the adult in his attempt to become literate through participation in an adult basic education program. This situation would seem to dictate the development of a comprehensive system of supportive services which would reduce or eliminate some of these problems; and as a natural consequence facilitate the adult's attempts at becoming literate and a more productive member of our society. Supportive services may be viewed as falling into two principle areas: (1) recruitment, and (2) retention and follow-up.

The fact that only five percent of the United States adult illiterates are presently enrolled in some type of basic education program suggests the need for increased emphasis on recruitment. Current recruitment efforts may be characterized as falling into three principle categories: media; personal contact; and interagency cooperation.

Although viewed by many adult educators as being the least effecitve mode of recruitment, a large number and variety of media recruitment designs are presently being used. Some of these designs include: news releases; tabloids; flyers and handouts; posters; telephone contact; and radio and television promotions.

Recruitment via personal contact, although time consuming, is considered to be one of the most effective modes of recruitment. Personal contact recruitment efforts have been carried out by volunteers, paid paraprofessionals, teachers, and ABE students.

Recruitment via community agency referral seems to be a source which has a high, but yet relatively untapped, potential for the enlistment of adult students. The amount of time, energy, and patience involved in developing positive, cooperative relationships with community agencies seems to be a major deterent to the more effective use of this medium. Successful recruitment efforts, regardless of their mode, seemed to be those which are well planned and designed with the characteristics, thoughts and attitudes of the target population in mind.

Statistics indicate that over one out of every five adults enrolled in a basic education program drop out before completing their goal. Some programs have tried to counteract this phenomena by developing supportive services which focus on retention and follow-up. Some of the reviewed practices which facilitated retention were: orientation sessions; academic placement; vocational, educational, and personal counseling; referral to community agencies; and the provision of transportation and child-care for students. For most programs follow-up services involved a member of the ABE staff contacting the dropout

in person, or via the telephone or letter.

In order for Adult Basic Education to ascertain what the most effective methods of delivering supportive services are more emphasis should be placed on evaluation. Although there were some outstanding exceptions, evaluation in the programs reviewed by this investigator was rather elementary, or in more than a few cases, nonexistent.

This report, in providing an overview of current supportive services and a presentation of case studies of three exemplary programs, may be viewed as a positive step by Adult Basic Education to develop a more effective system of supportive services. To facilitate further indepth investigation relevant to the development of supportive services a "Selected Bibliography of Reviewed Programs of Supportive Services in Adult Basic Education", has been provided in Appendix A.

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APPENDIX A

A SELECTED BIBLIOGRAPHY OF REVIEWED PROGRAMS OF SUPPORTIVE SERVICES IN ADULT BASIC EDUCATION

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APPENDIX B

AAEC COUNSELOR-AIDE IN-SERVICE TRAINING EVALUATION FORM

In-Service Training, Workshops, etc. (date, content, value)

In-service training, workshops, etc. participated in and value of each judged on a rating scale of one to ten with one being the lowest, ten being the highest, and N. P. representing not participated in.

	Aide 1	Aide 2	Counselor-Consultant
1. Instructional conferences with adult education personnel.	9	7	8
2. Recording field case notes	7	7	7
3. College courses	7	8	7
4. Visiting community agencies for background information	6	7	7
5. Individual conferences with counselor	6	6	6
6. Reading related materials			
a. "How to Teach Adults" published by Adult Education Association of the United States of America	7	5	6
b. "A Treasury of Techniques for Teaching Adults" published by National Association for Public School Adult Education	7	5	6
c. "How Adults Can Learn More, Faster" published by National Association for Public School Adult Education	6	5	6
d. "Counseling and Interviewing Adult Students" published by National Association for Public School Adult Education	10	6	8
e. "In-service Training for Teachers of Adults" published by National Association for Public School Adult Education	7	5	7
f. Relationship to Counseling (a casebook) published by Arnold Buchheimer & Sara Carter	8	N.P.	7
7. Work with public schools (teachers and principals)	6	7	6

	Aide 1	Aide 2	Counselor-Consultant
8. Periods of orientation between the Director, Advisor, and Counselor-Aides	6	7	7
9. Group Discussions and planning sessions between Assistant Director and the Counselor-Aides	6	6	6
December 21, 1968--In-Service Training Workshop, Introduction of Counselor-Aides to Adult Basic Education teachers and personnel and to familiarize the Counselor-Aides with the general scope of the Adult Basic Education Program in Carroll County. For more information, see page 14 in this report.	10	10	10
February 22, 1969--A discussion on the "Needs of Adult Basic Education", "Importance of Guidance and Counseling", and "Definition of Testing". For more information, see page 16 in this report.	10	8	9
March 22, 1969--Discussions on the following: Field Trips, certificates awarded, Adult Basic Education students, and organizational planning for next year. Future plans for Adult Accelerated Learning Education Center were introduced. For more information, see page 18 in report.	10	8	9
April 18, 1969--Evaluation Meeting--Discussed progress and future plans of the Carroll County Counselor-Aide Program. For more information, see page 21 in this report.	10	8	9
July 28--August 15, 1969--Adult Basic Education Workshop, Morehead State University	10	10	10
September 20, 1969--Adult Basic Education Workshop, New Material. For more information, see page 23 in report.	7	8	8
September 27, 1969--Counselor-Aide Workshop GED and ABLE Test--For more information, see page 24 in this report.	8	8	8
November 6 and 7, 1969--Regional Welfare Conference	8	N.P.	7
November 15, 1969--Adult Basic Education Teachers Workshop. Consultants from Educational Developmental Laboratories presented for our inspection new Adult Basic Education material now available through their company	6	6	7
February 11, 1970--District M Principals' Meeting at Hillsville Elementary School	3	3	4
February 28, 1970--ABE Teachers Workshop	7	8	8
March 24, 1970--District le Virginia Council on Social Welfare at Galax, Va.	4	6	6
May 8-9, 1970--Adult Education Association Annual Meeting at Blacksburg, Virginia	N.P.	6	6